Social Science learning Education Journal

Effect of Inclusive Education on Performance of Children with Special Needs a Case of Groupe Scolaire Burema, Groupe Scolaire Kanyinya and Groupe Scolaire Ifs

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Abstract: - Inclusive education concern with the participation of all learners and especially those vulnerable one. This research aims to evaluate the effect of inclusive education system to performance of children with special needs. Being quantitative and qualitative in nature with a sample size of 95, it adopted the questionnaire to teachers and interview to both school leaders and representative of parents from Groupe Scolaire Burema, Groupe Scolaire Kanyinya and Groupe Scolaire IFS to get the insight of the respondents; data were recorded in the dataset and analyzed using SPSS V21 software and the interpretation were aligned with the specific objectives with reference to the conceptual framework and the reviewed literatures. The analysis of variance depicts the findings following the Sum of Squares, Mean Square and the significance level revealed that when there is a successful implementation of inclusive education, there is always a positive effect on the performance children with special needs, on the other hands the research findings indicated challenges that hinder the inclusive education to be more significant to children with special needs like lack of well-trained teachers, the appropriate school infrastructure and devices that favor those children with special needs and lack of schools-parents partnership towards the performance of children with special needs. Hence the study recommended that school leaders should provide in-service training opportunities to all teachers who are working in the mainstream classes. Similarly, pre-service teacher training can be strengthened by incorporating content and skills related to inclusive education.

Background to the study

Education is the process of receiving or giving systematic instruction, especially at a school or university. The education is not a privilege but it is a human right, all human being are born free and equal in dignity and rights. The Universal Declaration of human right state that everyone have right to education and this right applied for all individual where the main beneficiaries are children and this show as that those one having the disabilities have equal right to education the same as those who do not have the disabilities.

According to Mitchell (2015) inclusive education is an approach of educating learners with special educational needs in regular education settings. Some organizations and countries have used a broader definition of inclusion that includes the education of all individuals who may be marginalized to education; the children who have a

Disability or a combination of disabilities that makes learning or other activities difficult are referred to Special-needs children. Include those who have: Mental Retardation, which causes them to develop more slowly than other children, Speech and Language Impairment, such as a problem expressing themselves or understanding others. Physical Disability, such as vision problem, cerebral palsy, or other conditions. Learning Disabilities, which distort messages from their senses. Emotional Disabilities, such as antisocial or other behavioral problems. Inclusive education mainly has focused on the position of students with special needs.

In many countries these students do not even attend schools, let alone a special one. The right of children with special needs to attend a regular school has its genesis in many international statements, the most recent being the United Nations Convention for the

Rights of Persons with Disabilities (UNCRPD 2006), In the context of students with disabilities, the Convention refers to them having "access to good, inclusive and free primary and secondary education on an equal basis with others in the communities in which they live" (UNCRPD 2006, article 24).

On a political and social level, a shift was made from a one-f dimensional view of disability to a new, three-dimensional one embracing community, social equality and respect (Thomas 2013),which offers a wider perspective of inclusion as a process of increasing participation of children and reducing their exclusion from the curricula , cultures and communities of a school. When it comes to implementing inclusive education, there are diverse implications for different parts of the world for example in Bangladesh, at the school level, there are four groups of key players who facilitate IE reform. They are teachers, students, parents and community members (Lore man et al. 2010), Inclusive education demands these players cooperate with each other in decision-making as well as the implementation process, with an aim to achieve inclusion in all areas of school activities.

Studies, in countries like USA the inclusive and special education supports and services are designed to meet the needs of all these students. Every general education classroom in the country has one or more students with disabilities, where by all public schools in the United States are responsible for instructing students with disabilities and other special needs (Friend & Bur suck, 2009) Intensity, structure, curriculum, collaboration, and monitoring/assessment have made the special education "special" in the United States (Kauffman & Hallahan, 2005) and Now, about 75% of the students with disabilities spend all or part of their school day in the general education classrooms with their non-disabled peers, the remainder of the students with disabilities receive academic instruction in pull-out or self-contained classrooms or in residential or hospital placement (National Education Association [NEA], 2009).

As stated by Peters (2003), inclusive education may be implemented with different goals as the same as the goal for education is to be for all people ,children, adult, people with disability and also people with no disability ,as the education is a fundamental right for all, enshrined in the Universal Declaration of Human Rights, and protected through various international conventions, this is a very serious problem , based on different motives like first providing all learners with challenging, secondly embracing diversity and responsiveness to individual strengths and challenges, thirdly using reflective practices and differentiated instruction and fourthly, establishing community based on collaboration between students, teachers, families, other professionals and community agencies.

Problem statement

Inclusive education concern with the participation of all student and especially those vulnerable one, Mitchell (2015) explains that at its most basic, inclusive education means educating learners with special educational needs in regular education setting, and that inclusive education is a multifaceted concept that requires educators at all levels of their systems to attend to vision ,placement, curriculum, assessment, teaching, acceptance, access, support, resources and leadership, despite the inclusive education is both educational goal and methodology; the UNESCO database confirms that children with special needs are less likely to ever go to school, more likely to be out of school and have fewer years of education than people without disabilities, they are far less likely to complete primary or secondary education or gain basic literacy skills.

Hehir et al (2016) indicate that there is strong evidence that students with disabilities excessively benefit academically from inclusive education and that students with disabilities who were educated in general education classes academically outperformed their peers who had been educated in segregated settings in developed countries. However, none similar research was conducted in the context of Rwanda as developing country; this research aimed to ascertain the impact that the inclusive education has on children with disabilities not only in classroom settings but also outside of classroom and their involvement in community at large at end

of their studies, and also this research strived to elaborate to what extant inclusive education has affected children with disability socially, morally, behavior and academically.

The specific objectives

This research was governed by the following specific objectives:

1. To analyze school readiness and the performance of children with special needs
2. To examine the effect of leaner's behaviors on the performance of children with special needs
3. To analyze the effect of teacher's behaviors on the performance of children with special needs

Literature Review

Review of Related Literatures

Empirical review

According to Hehir et al (2016) indicate that there is strong evidence that students with disabilities excessively benefit academically from inclusive education and that students with disabilities who were educated in general education classes academically outperformed their peers who had been educated in segregated settings in developed countries, it was also noted in the same study with similar evidence that inclusion yields academic benefits for students with intellectual disabilities in general and students with Down syndrome specifically. Hehir et al (2016) also highlighted evidence that participating in inclusive settings can yield social and emotional benefits for students with disabilities. Such social and emotional benefits can include forming and maintaining positive peer relationships, which have important implications for a child's learning and psychological development.

Hayes and Bulat (2017: 6) highlighted that "the amount of time a student with a disability spends in the general education classroom is positively correlated with higher test scores in math and reading, less disruptive behavior, and increased future employment opportunities. Indeed, this positive correlation has been found in all students with disabilities, regardless of the type of disability or its severity; conversely, segregated classrooms or

schools perpetuate the misconception that individuals with disabilities are fundamentally different from their nondisabled peers and need to be isolated or separated".

A meta-analysis of peer-reviewed studies (1980–2013) from the US and European on impact of inclusive education on academic and social achievement suggest that the majority of learners with disabilities placed in more inclusive settings performed better academically and socially than learners educated in less inclusive settings (Oh-Young and Filler, 2015).

European Agency for Special Needs and Inclusive Education (2018), which found learners with disabilities educated in inclusive settings may perform academically and socially better than learners educated in segregated settings.

According to Hehir et al (2016: 2) demonstrates the benefits of inclusive education not only for students with disabilities, but especially for students without disabilities, Hehir et al (2016: 20) reports that there is clear and consistent evidence that inclusive educational settings can confer substantial short- and long-term benefits for students with and without disabilities. Including students with disabilities can support improvements in teaching practice that benefit all students, in most cases, being educated alongside a student with a disability does not lead to adverse effects for non-disabled children, On the contrary, non-disabled students who are educated in inclusive classrooms hold less prejudicial views and are more accepting of people who are different from themselves. However, the majority of this evidence is from the US and other developed countries. Hayes and Bulat (2017) argue that "Decades of research in the United States and other high-income countries have demonstrated that inclusive education benefits not only students with disabilities but also students without disabilities. Inclusive classrooms teach all students about the importance of diversity and acceptance. Evidence also indicates that students with and without disabilities who are educated in inclusive classrooms have better academic outcomes than students who are educated in no inclusive classrooms".

Theoretical Review

The concept of Inclusion: The concept of inclusion was deemed necessary for the present study as this study is grounded on inclusiveness. Sal end (2001:5) defines inclusion as an attempt to "establish collaborative, supportive, and nurturing communities of learners that are based on giving all students the services and accommodations they need to learn, as well as respecting and learning from each other's individual differences. "Mittler (2012) states that concept of inclusion involves a radical re-think of practice and policy thereby introducing a fundamentally new perception of the origins of learning and behavioral difficulties. The inclusive programs have a more positive impact on providing academic support to students with mild disabilities when compared to segregated settings, (Mastropieri & Scruggs, 2000; Sal end, 2001) suggesting that inclusion has been associated with inadequate training of general education teachers to work with students with disabilities, for the teachers to be ready and productive in inclusive education they need prior training and preparedness for new education system known as inclusive education not only the teacher but also the school in general whereby they have to be well equipped in terms of infrastructures, material and even well prepared mind-set so that inclusive system can achieve the pre-determined goals and objectives.

The self-efficacy based Inclusive Education

The self-efficacy theory was also considered to be of relevance to the study at hand as it was used in an attempt to understand learners with disabilities. The Self-efficacy concept, according to theorist Bandura (1997), can be defined as a belief in one's ability to succeed in specific situations, an individual's sense of self-efficacy can be an influential factor in how the person approaches goals, tasks, and challenges as their confidence in their own ability to behave in a way that allows control of the events which influence their life. Self-efficacy belief represents the basis of human agency. If trust in succeeding in something is little, therefore the weaker is the stimulus to do something (Bandura, 1997). Self-efficacy is a part of the self-concept and develops in the process of

individualization. Understanding the process of individualization and formation of self-concept enables one to recognize the process of development of stress resistance as a component of the self-concept. The development of self-efficacy is closely connected to the process of socialization and it interacts with it more essentially than other aspects of the arising personality. People gain a conviction of their self-efficacy from experience, social modelling, social persuasion in efficacy and reduction of stress or depression according to (Bandura, 1997). The implication of Bandura's theory of self-efficacy, children with special needs believe in their ability to succeed in daily situation, it is one biggest factor to help children with special needs to achieve objective and goals and also to be able to handle challenges.

Social Cognitive Theory

Social Cognitive Theory by Albert Bandura emphasizes on self-belief as critical elements in human behavior and motivation. This theory is particularly relevant to special needs students who by the very nature of the physical differences, often view themselves as lesser than others generally suffer from a low self-esteem which greatly impacts their academic performance. More often than not societal reactions and attitudes towards them tend to reinforce this negative view. According to Social Cognitive Theory, self-efficacy beliefs provide the foundation for human motivation, well-being and personal accomplishments. Unless people believe that their actions can produce the outcomes they desire, they have little incentive to act or to persevere in the face of difficulties. Bandura (1986) says that individuals form self-efficacy beliefs by interpreting information primarily from four sources; Mastery experience, vicarious experience, social persuasion and physiological reactions. Mastery experience is the interpreted result of one's action or performance. Success raises self-efficacy while failure lowers it. Vicarious experience is the observation of others" performance while the verbal messages and social perceptions received from others, whether intentional or accidental also influence us.

Physiological and emotional states such as stress or anxiety also affect our self-efficacy.

Behaviorism-based Inclusive Education Practices

Theoretically, behaviorism is one of the classical theories of learning and also recognized as the oldest (Nalliah & Idris, 2014). Behaviorism is known as a predominant psychological model (Harold & Corcoran, 2013), as suggested by the metaphor for, 'learning as the acquisition of stimulus-response pairs' (Doolittle, 2014). Behaviorists 'believe the objective of the theory is to impart to the learner the knowledge of reality' (Hickey, 2014, p. 17). Behaviorism occurs when consequences are associated with the stimulus or response that is followed by reinforcement to be maintained (Ertmer & Newby, 2013). Even though behaviorism has been heavily criticized over the years, the behaviorist approach is "still vital and is considered a scientific enterprise" (Abramson, 2013, p. 56). To summarize, the key principles of behaviorism that support education are: behavior is learned, behavior is governed by the setting in which it occurs, teaching does not occur without learning, learning equates to changing behavior, behavior is governed by what follows actions, and there needs to be a focus on the observable (Harold & Corcoran, 2013). Practically, behaviorism-based inclusive education practices include the application of behaviorism in inclusive education settings, which clearly appears in the emphasis on student behavior and performance in manipulating stimulus materials (Ertmer & Newby, 2013). Examples of behaviorism-based inclusive education practices are included in well-known instructional approaches such as explicit or direct instruction (Al-Shammari, 2019A; Steele, 2005). The method has shown positive research results with students with special needs in general education classrooms (Al-Shammari, Al-Sharoufi, & Yawkey, 2008). Practices based on explicit or direct instruction are systematic, involving a step-by-step process provided by a teacher and followed by students during instruction (Zhang et al., 2016). In addition, explicit or direct instruction-based practices that Asian Institute of Research Education Quarterly Reviews Vol.2, No.2, 2019 410 break

down tasks into their smallest elements are widely used for teaching students with special educational needs in inclusive education classrooms (Steele, 2005). During the instructional process, Behaviorists assess learners to determine at what point to begin instruction and which reinforces are most effective. The teacher's role during the process is to: (1) Determine which cues can elicit the students' desired response;

(2) Arrange practices where prompts are paired with the target stimuli which are expected to elicit the responses in the 'natural' setting; and (3) Arrange environmental conditions so that students can make the correct responses in the presence of those target stimuli and receive reinforcement for those responses (Ertmer & Newby, 2013).

Cognitivism-based Inclusive Education Practices

Theoretically, cognitivism essentially focuses on the attributes of one's thinking, memory, self-reflection, and motivation to learn. Piaget argued that "during each developmental stage, the ability to learn and the process of learning is different" (Evgeniou & Loizou, 2012, p. 666). The cognitive approach focuses on the mental activities of the learner that influence responses and acknowledges the processes of mental planning, goal setting, and organizational strategies. Cognitive theories place emphasis on making knowledge meaningful and helping learners be more organized and able to relate new information to existing knowledge stored. In addition, cognitivist approaches emphasize thought processes and their importance in learning, including memory, thinking, reflection, abstraction, and metacognition, which are all needed in the learning process (Petersen, 2014).

Constructivism-based Inclusive Education Practices

Theoretically, constructivism focuses on creating cognitive tools that reflect the wisdom of the culture in which they are used as well as the insights and experiences of learning. Constructivism involves a person understanding the importance of the social dimension during the learning process through observation, treatment, interpretation, and adaptation of information on building a cognitive structure.

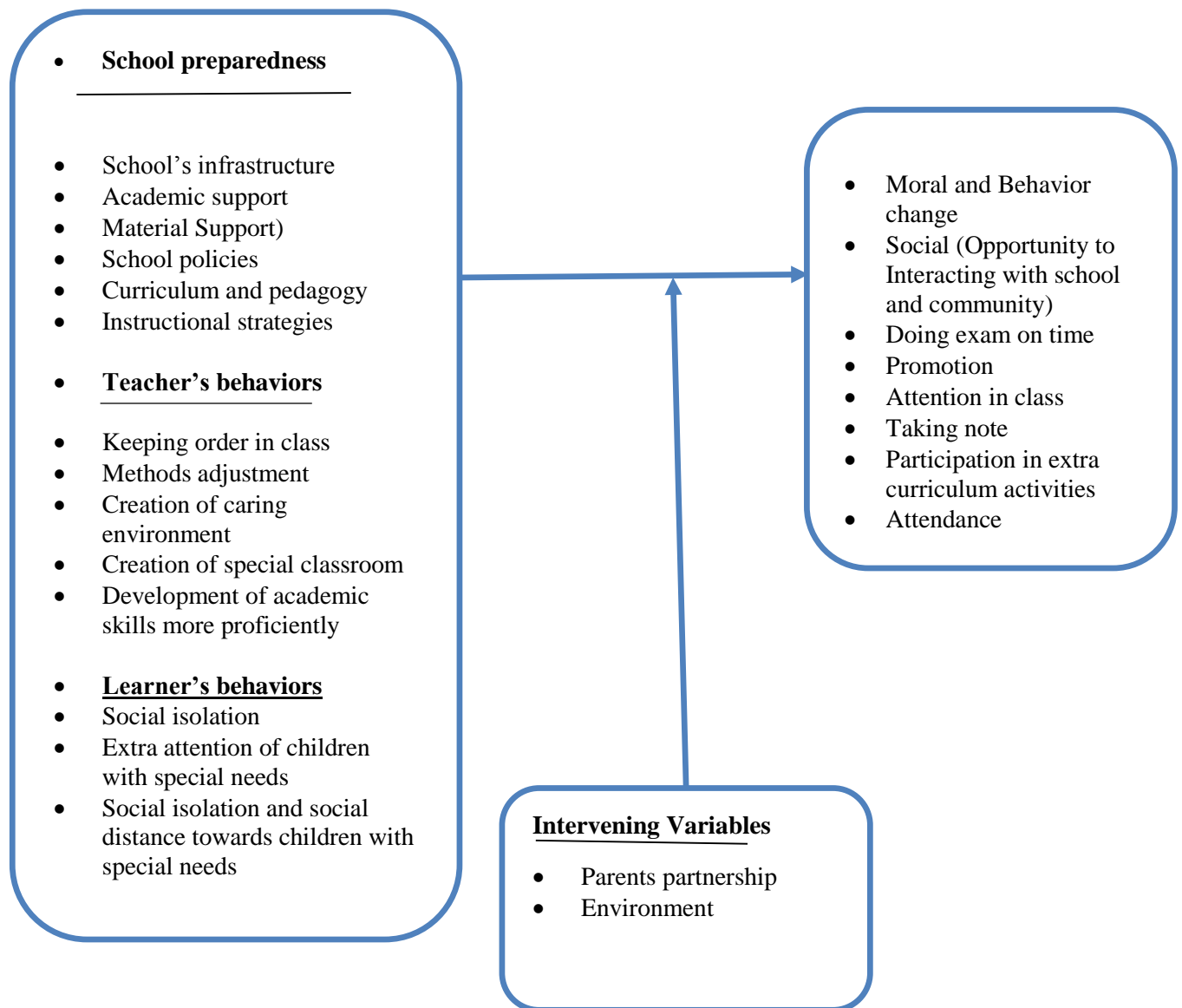Vygotsky (1962) emphasized the social role of learning because of its impact on cognitive development through learning and interaction between children and their peers, parents, and teachers

Conceptual framework

Figure 1 Conceptual framework

Independent variable: Inclusive Education with special needs

Dependent variables: performance of children

- **School preparedness**

  - School's infrastructure
  - Academic support
  - Material Support)
  - School policies
  - Curriculum and pedagogy
  - Instructional strategies

- **Teacher's behaviors**

  - Keeping order in class
  - Methods adjustment
  - Creation of caring environment
  - Creation of special classroom
  - Development of academic skills more proficiently

- **Learner's behaviors**
  - Social isolation
  - Extra attention of children with special needs
  - Social isolation and social distance towards children with special needs

- Moral and Behavior change
- Social (Opportunity to Interacting with school and community)
- Doing exam on time
- Promotion
- Attention in class
- Taking note
- Participation in extra curriculum activities
- Attendance

Intervening Variables
- Parents partnership
- Environment

Source: Researcher, 2020

The school preparedness, in the context of school preparedness it implies, the infrastructure when we say school infrastructure it give us the idea of classes, playground, library, labs, curriculum and environment which facilitate both student with and without special needs, and this implies also the teachers and others authorities who are well equipped with a lot of training in the inclusive education system so that they can contribute as much as possible and how the school preparedness can affect academic performance, moral and social behavior of children with special needs in terms of social interaction in school and also in community in general.

The research looked into others factors which can affect the inclusive education like school policies and

pedagogy, partnership between parents and schools to understand their perception and motivations towards inclusive education setting.

Research Gap

The above literature reviewed show that for children to perform well require to believe in some ones 'ability and if someone believes in himself or herself it show that there is intrinsic motivation which pushes for greater performance academically and social because she or he do understand that something can be done. and also the above literature show a clear image of how much the children who are in inclusive schools benefit to one another; also UNESCO database confirms that children with special needs are less likely to ever go to school, more likely to be out of school and have fewer years of education than people without disabilities, they are far less likely to complete primary or secondary education or gain basic literacy skills, And from above literature review any literature review was able to show out the clear data expressing the performance of children with special needs in inclusive schools, in times of academic performance, moral ,social and involvement of special need children in society in General .

This research will find out the effect this inclusive education on special need children in classroom settings and also outside classroom and their involvement in community at large after completing or during the course of their studies.

Research Methodology

Research design

According to Mouly (1970) He defines research as, "The systematic and scholarly application of the scientific method interpreted in its broader sense, to the solution of social studies problems; conversely, any systematic study designed to promote the development of social studies as a science can be considered research."

Burns and Grove (2003) have stated that descriptive research "is designed to provide a picture of a situation as it naturally happens". It may be used to justify current practice and make judgment and also to develop theories. For the purpose of this study, descriptive research was used to obtain a picture of internal and external factors influencing inclusive education. Burns and Grove (2003) also describe a qualitative approach as "a systematic subjective approach used to explore the behavior, perspectives, experiences and feelings of people and emphasize the understanding of these elements, it focuses on the experiences of people as well as stressing uniqueness of the individual".

This research is quantitative and qualitative in nature, whereby Data for this research were collected through a questionnaire for teachers, the items in the questionnaire provide mainly basic quantitative data and were supplemented by qualitative data collected through interview to both schools leaders and parents' representatives. The rationale for using a qualitative approach in this research was an opportunity to explore and describe the opinions and perceptions of both Head teachers and parents towards inclusive education. Also quantitative approach were used to quantify the impact of inclusive education on children with special needs by generating numerical data or data transformed into useable statistics. It was also a possibility to quantify attitudes, opinions, and defined variables of this research in order to generalize results from a larger population.

Population and sampling methods

Population refers to a group of individuals, objects or items that have at least one thing in common from which samples are taken (Kombo K. and Tromp L. 2006). The research was focused on 3 secondary schools; each have its own population and sample frame composed of teachers together with their head teachers and parent representative.

Study Population

Parahoo (1997) defines population as "the total number of units from which data can be collected", such as individuals, artifacts, events or organizations. Burns and Grove (2003) describe population as all the elements that meet the criteria for inclusion in a study. Burns and Grove (2003) define eligibility criteria as "a list of characteristics that are required for the membership in the target population". The population in this study includes 114 teachers, 3head teachers, 8 management team members, which makes a total number of 124 as population of this study from which 50 composed of 46 teachers, 1 head teacher, 3 management team of Groupe Scolaire

Burema, 50 composed of 47 teachers, 1 head teacher, 2 management team from Groupe Scolaire Kanyinya and 24 composed of 21 teachers, 1 head teacher, 2 management team from Groupe scolaire IFS; which gives the total figure of 121.

Sampling technique

Researcher opted to use both purposive and stratified sampling techniques; In order to give a more accurate representation of the population, since the individuals in a population are split into three non-overlapping groups forming common strata's namely Groupe Scolaire Kanyinya as strata, Groupe Scolaire IFS as strata and Goupe scolaire as strata'; the selection of the sample was based also on judgment yielding to choosing the sample that is most useful to the purposes of this research.

According to Burns and Grove (2003) in stratified sampling, the number of participants sampled from each strata is calculated proportionally to the total population. This means that, from a population of each strata a sample frame is identified, with 40.3% in Groupe Scolaire Kanyinya and 19.4% in Groupe Scolaire IFS and 40.3% Goupe scolaire Burema.

Sample Size

A sample means a subset (a subset also means a set whose members are members of another set or a set contained within another set) of people, items, or events from a larger population that you can collect and analyses to make interpretations (Umsl, 2016). In this research, the sample size is the number of people calculated according to stratified sampling technique.

Purposively, researcher chose the participants that have the knowledge based on the research study area and are the most dealing with children so that they may contribute much in this study. This means that the total sample size is from which 50 composed of 47 teachers, 1 head teacher, 2 management team of Groupe Scolaire Kanyinya, 24composed of 21 teachers, 1 head teacher, 1 management team from Groupe Scolaire IFS and 50 composed of 46 teachers, 1 head teacher, 3 management team from Groupe Scolaire Burema.

Furthermore, to get insight, researcher was optimistic to get views and opinions of the parents and/or guardians' representatives who are considered as partners, 3 members from each school were invited for personal interview towards inclusive Education setting in each respective selected school.

Tools for data collection and Collection of data

The study relayed mainly on two data collection instruments, namely; Interview and questionnaires which were used concurrently with Documentation and observation to ensure consolation of both primary and secondary data.

Conclusion and Recommendations

Summary

Successful inclusive education happens primarily through accepting, understanding, and attending to student differences and diversity, which can include physical, cognitive, academic, social, and emotional. This is not to say that students never need to spend time out of regular education classes, because sometimes they do for a very particular purpose for instance, for speech or occupational therapy. But the goal is this should be the exception. And this research reveal that special needs children they are able to perform well even more than those without disability. But they are steal need the teachers who are trained and professional in inclusive, the curriculum related to inclusive education and the book which are updated.

Summary of findings: objective -1 to analyze school readiness and the performance of children with special needs

School curriculum, books, teaching methods, resources and internal organizations should be adapted to allow all children, despite their differences, to participate successfully in regular classrooms (Mittler, 1995). The research findings in this regard revealed that school infrastructure like playground, classrooms, toilets, labs and library; and the way are constructed favor the children with disability to access them however it was identified that all the schools under this study have no resource room for special class so that those special needs children can capture what they didn't captured, and the special need children they steal need devices which can help them to learn well.

As you see, below picture is the example of one special needs child of G.S Burema he has vision impairment and the teacher is helping to cover what others covered but it is seen that the school do not have special room for special class yet the learn needs a special resource room so that he can cover what was covered by others for him to perform well. Following the theory of constructivism by Vygotsky(1962); for individuals to develop their own knowledge and meaning, it involves a person's understanding the importance of the social dimension during the learning process through observation, treatment, interpretation, and adaptation of information on building a cognitive structure and teachers who are well equipped in methods adaptation , creation of good environment which favor the special needs children and the infrastructure which help the special needs children to explore and experience the best they can.

Furthermore, research findings also revealed that school curriculum and books which are being used by the selected school are the same as the school which are not inclusive. The interview with the head teachers spotted that sign language change day to day; they don't have specialized and trained teachers, there is lack of appropriate curriculum and books to meet the needs of learners in inclusive setting, more of gap which have the big impact on performance of learners have been identified where only one school

has professional teachers who are trained in inclusive education system.

Summary of findings: objective 2: To examine the effect of teacher's behaviors on the performance of children with special needs.

Many people have little information about children with special needs and the lack of knowledge on how to treat them can create to some of the children fear and prejudice that are negatively perceived in classroom; Campbell, Dodson and Boss (1985) opined that teachers are less able to objectively observe, rate and plan appropriate intervention for their behaviors.

According to Social Cognitive Theory by Albert Bandura(1986) which is particularly relevant to special needs students whom by the very nature of the physical differences, often view themselves as lesser than others generally suffer from a low self-esteem which greatly impacts their academic performance, attitudes towards them tend to reinforce this negative view.

The research findings in this respect discovered that most of teachers from two of the three schools are not trained in inclusive education system which was attested by poor performance of Children with special needs depicted from the two schools whereas when the teacher's attitude are positive it would helped special needs children to be motivated and find themselves as capable of doing things as better

as their peers, and enhance could have boosted their academic performance.

Summary of findings: objective 3: To analyze the effect of learner's behaviors on the performance of children with special needs

Referring to Behaviorism theory, also known as behavioral psychology, which is a theory of learning that all behaviors are learned through interaction with the environment through a process called conditioning. Thus, behavior is simply a response to environmental stimuli.

Researcher were concerned to determine whether learners without disability present some kind of isolation such as social isolation and social distance with children with special needs in their respective school environments, the research findings indicated that there is an impressive social interaction between learners at the selected schools; the interview with both parent representatives and head teacher denoted that there is work-relationship to ensure no a such loneliness to befall to the learners with special needs in their schools to ensure inclusiveness aspects through an impactful moral and behavior change of special needs children; hence the identified collaboration between special needs children and their peers helps children to learn from one-another, do the exam on time, pay attention in class, participate in extra-curriculum activities and to attend class regularly.

Conclusion

The main purpose of this study was to find out the effect of inclusive education on children with special needs by assessing the school readiness and the performance of children with special needs, leaner's behaviors on the performance of children with special needs, and the effect of teacher's behaviors on the performance of children with special needs as case of selective schools namely G.S IFS, G.S BUREMA and G.S KANYINYA. The analysis of collected data from above three schools, revealed that when there is a successful implementation of inclusive education, there is always a positive effect on the performance children with special needs, on the other hands the research findings indicated challenges that hinder the inclusive education to be more significant to children with special needs like lack of well-trained teachers, the appropriate school infrastructure that favor those children with special needs and lack of schools-parents partnership towards the performance of children with special needs. Therefore, the specific objectives set by the researcher were achieved during the research.

Recommendations

The results of the study showed that school aspects, schools do not have the resource room for special classes. Hence, it is recommended that schools should cater the facilities that enhance accessibility and flexibility for students. It is recommended that schools should have special class and materials needed to conduct different learning activities and others devices needed by children with special need in the classrooms.

The study also highlighted the importance of curriculum adaptation and provision of books related to needs of children with special need and integration to cater for the needs of special need children in the mainstream classes. Hence, teachers need to set goals for these children, and then carry out differentiated activities which should be beneficial to those special need children.

The study indicates teachers do not have sufficient training in the field of special education. As a result, they require knowledge on disability types, understanding children needs and pedagogic skills needed to teach special need children. Hence, teachers need to improve and enrich their competencies to accommodate a wide range of diversity among learners in an inclusive classroom. The school leaders should provide in-service training opportunities to all teachers who are working in the mainstream classes. Similarly, pre-service teacher training can be strengthened by incorporating content and skills related to inclusive education.

The study indicate that there is no partnership between school and parents due to misunderstanding of many parents who are not yet understand who is children with special needs and what they can , and this require the mobilizing at local governance level.

Suggestions for further research

The study was about the effect of inclusive education on special needs children a case study of G.S IFS, G.S BUREMA and G.S KANYINYA. Other researcher(s) may focus on the effect of teachers in

inclusive education and performance of children with special needs.

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